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ABSTRACT

This manual provides step-by-step strategies and materials for recruiting and retaining minority students in secondary and postsecondary vocational education programs. Particular emphasis is placed on recruiting for training, education, and placement in high-growth, emerging occupations and on providing equal access to all vocational and technical programs. Addressed in the individual chapters are the following topics: assessment of Michigan minority student vocational education enrollments, a model for independent local school assessments, procedures for devising recruitment and retention plans, strategies for addressing image problems and interfacing with minority communities, and statewide policy recommendations. Appendixes to the guide include a bibliography, forms for independent school assessment (student, counselor, teacher, staff, and parent and community surveys), and various minority profiles on educational attitudes (Arabic speakers, Blacks, Mexican Americans, Native Americans, and Vietnamese persons). (MN)

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STRATEGIES FOR RECRUITMENT AND RETENTION

OF MINORITY STUDENTS IN MICHIGAN VOCATIONAL EDUCATION PROGRAMS

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STRATEGIES FOR RECRUITMENT AND RETENTION

OF MINORITY STUDENTS IN MICHIGAN VOCATIONAL EDUCATION PROGRAMS

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EXECUTIVE SUMMARY

This manual provides step-by-step strategies and materials for recruitment and retention of minority students (Arabic, Asian, Black, Hispanic, and Native American) into secondary and post-secondary vocational education programs. The emphasis is on recruiting minorities for training, education, and placement in high growth and emerging occupational areas. Equal access to all vocational/technical program areas is of concern.

The project determined from the outset that the problems and issues related to minority student recruitment and retention differ considerably by geographic location, as well as by the varying social, economic and acculturation make-up of local minority populations. Thus, strategies which would provide statewide specific or stereotypical approaches to minority groups were avoided.

The approach suggested is to be based on findings and recommendations of locally established minority-issues working committees who, as a first step, are encouraged to conduct full assessments of their particular local minority student recruitment and retention problems. This manual provides instructions, statistical formats, and in-school and community interview instruments to be used in conducting such assessments. (See Chapter II and Appendix B.)

Once this research is completed using the project's assessment model, the working committee will find the results useful for revising institutional recruitment and retention activities, and particularly for launching or improving community outreach programs.

The project establishes ten specific minority student recruitment criteria to be considered as benchmarks in updating general school or college recruitment activities (Chapter III), and three strategies to be considered

in developing specific minority student retention plans (Chapter IV), including a set of model vocational education classroom conduct guidelines appropriate for use in multicultural student settings.

For community outreach efforts, the manual provides guidelines and suggestions for identifying affected local minority leaders and organizations, and for holding community forums with these representatives to:

1. Share the results of the local independent school assessment of minority status and issues in regard to vocational education programs.

2. Inform minority leaders and parents of the up-to-date opportunities and benefits of vocational training, including positive and promotional presentations to aggressively redress vocational education's negative image among some minority group members.

3. Provide information and seek advice on institutional recruitment/retention plans and recommendations made by the working committee.

4. Develop a plan and a means for distributing vocational education recruitment brochures within the minority communities. These brochures have been developed by this project and are available in four languages.

5. Formalize a school/community network foundation for future outreach recruitment efforts to minority communities, including an expanded minority-issues committee to oversee ongoing implementation efforts.

In the long run, good recruitment strategies for minority groups mean putting in place good and comprehensive strategies for the recruitment of all students into vocational programs. Vocational education must go on the offensive with active image-building, informational and outreach efforts.

These general efforts, however, must be <u>targeted</u> to minority groups within the community, be <u>sensitive</u> to their multiple cultural concerns and be reinforced to meet specific needs - as determined by locally-conducted assessments. Moreover, recruitment approaches must be made culturally creditable by minority faculty and student role models, and a personal approach

which emphasizes networking with minority community organizations and in-community programs.

This project provides a separate companion manual entitled: Recruitment and Retention of Minority Staff in Vocational Education Programs. Minority student and staff recruitment and retention issues, however, are intertwined, and thus both are considered by this project to be concerns of the minority-issues working committees. References to recruitment of minority staff are included throughout this student manual, while being dealt with in more detail in the separate staff manual. It is the project's intention, however, that these efforts be connected and conducted concurrently, with the over-seeing aid of the working committee.

ASSESSMENT OF MICHIGAN MINORITY STUDENT VOCATIONAL EDUCATION ENROLLMENTS

CHAPTER I HIGHLIGHTS

The project undertook a research component to investigate the extent of the minority underenrollment problem in Michigan and the degree to which it varies by minority group and geographic location. The findings were as follows:

1. Overall, minorities comprise 15.62% of Michigan's total population and only 10.8% of Michigan's secondary vocational education enrollments.

2. Asians comprise .6% of Michigan's population and .4% of state secondary vocational enrollments; Blacks represent 13% of Michigan's population but only 8% of state vocational enrollments; those of Spanish origin comprise 1.8% of the population and 1.5% of vocational enrollments. Native Americans show underrepresentation in vocational programs in a number of geographical areas.

3. Thirty-three (33) or 62% of Career Education Planning Districts (CEPDs) showed secondary vocational underenrollment of one or more minority groups, in relation to their representation in the district's population.

The data reviewed establish that there is a significant minority vocational education underenrollment problem in Michigan, which varies both in intensity and by minority group affected, across CEPDs.

APPROACH FOR INDEPENDENT SCHOOL ASSESSMENTS

CHAPTER II HIGHLIGHTS

While the minority underenrollment problem within Michigan varies geographically and by minority group, research also establishes that members within any given minority group have different attitudes and opinions towards local vocational programs, based on their varying historical and local experiences, social and economic status, and different acculturation rates.

Therefore, the project recommends that local vocational centers and community colleges establish minority-issues Working Committees to initiate and conduct a statistical assessment of the institution's minority staff and student enrollment status and an interview-based study to probe student, faculty, counselor, minority leader, and parent attitudes and perceptions of vocational education programs and components. Instructions for conducting this assessment are given in this chapter and formats for each investigation are given in Appendix B.

The statistical data collected regarding minority group enrollments will include an analysis of recruitment by high school and vocational program area. Through the interview results the institution will be provided with information on:

1. Informational needs of minority students, parents, and community leaders.
2. Supportive services needs of minority students.
3. Image problems that may exist in regard to vocational programs.
4. Suggestions for techniques and materials for improving recruitment/retention of minority students.

To accomplish the task, the Working Committee established to conduct the assessment should include administrators, vocational and home-school counselors, teachers/faculty, bilingual staff, students, minority parents and community leaders, and major employer representatives.

DEVISING RECRUITMENT PLANS

CHAPTER III HIGHLIGHTS

The Working Committee will use its report on independent school assessment findings to devise or improve:

1. In-school student recruitment programs and schedules.
2. In-school retention plans for support of minority students.
3. Plans for a community seminar or forum for local minority leaders and organizations.

This chapter presents guidelines for developing in-school student recruitment programs. Chapter IV presents strategies for improving the retention of minority students, and Chapter V presents strategies and suggestions for conducting community forums.

The project provides ten specific minority student recruitment criteria for consideration of the Working Committee in developing recommendations for improving in-school recruitment plans and activities, which are as follows:

1. Recruitment of minority staff should be at least in proportion to the minority student populations being served, to ensure role models and an environment attractive to minority student participation.
2. Pre-vocational interest inventory testing, follow-up career awareness activities, and referrals to vocational center orientations should be specifically targeted and systematically administered to middle school, junior high, and 9th and 10th grade student populations with high minority percentages.
3. Pre-vocational exploration should be made an integral and formal part of all school bilingual/LEP programs.
4. Recruitment activities and materials should be directed to minority parents as well as minority students.
5. Recruitment activities should provide current minority students, minority staff and former students/current employees as role models.
6. Printed and visual materials should be non-sex biased and should depict vocational students as multi-cultural.

7. Information disseminated should be printed in the target group's primary language(s).

8. Recruitment materials should clearly indicate that race, language, sex or handicap are not a barrier to admission and should describe the support services that will be provided for non-traditional or disadvantaged students.

9. Strategy changes in recruitment techniques should constantly be considered to meet the needs of different cultural values and styles.

10. Recruitment activities for minorities should be organized and on-going, and based on a personal approach which emphasizes networking with minority community organizations and in-community programs such as social groups, churches, mosques, and pow-wows.

Recruitment activities, above all, should be targeted to those minority groups, feeder schools and program areas where vocational enrollments are deficient - as indicated by the local assessment study.

DEVISING RETENTION PLANS

CHAPTER IV HIGHLIGHTS

The Working Committee can rely on its minority needs assessment and status findings in determining the particular retention plan elements and activities that are needed. Low retention rates among the center's or college's significant minority group populations will be the chief indicator of the extent of new retention efforts needed. The interview-based assessment will aid in determining the priority of various retention components.

The project's research and discussions established three key strategy components for improving minority group students' retention in vocational education programs:

1. Strengthen the relationship between minority students and their vocational teachers, since teacher expectations of students have proven to have such a significant effect on student performance. The project provides model classroom conduct guidelines for use in multicultural settings (pages 35-38).

2. Connect the student to the world of work by providing some work-related experience during training, even if it is short-term. Augment this by encouraging establishment and involvement in vocational clubs and use of successful minority vocational education graduates as role models and mentors. Secure successful job or higher education placements for minority vocational education graduates.

3. Where there are disadvantaged minority students, provide personal and peer counseling programs, and tutorial services as needed, to support retention.

To retain minorities in vocational programs, the school and classroom environment must be hospitable; teacher and peer contacts and relationships must be supportive.

Equally important is the need for minorities to be provided with culturally relevant role models and a mentoring support system. These can be

provided through monthly peer support and career exploration sessions which include minority vocational graduates and employers. Studies show that minority student participation in vocational clubs and other student activities that are career oriented improve retention rates. Ultimately, success in placing minority students in meaningful and rewarding careers or related higher educational experience, provides the best incentive for potential and current students.

Suggestions for improving supportive services to disadvantaged minorities are included in this chapter, although the project cautions against approaches which in any way equate being "minority" with being "disadvantaged".

ADDRESSING IMAGE PROBLEMS AND INTERFACING WITH MINORITY COMMUNITIES

CHAPTER V HIGHLIGHTS

Using the project approach, the Working Committee will share the results of its independent school assessment and recommendations for in-school recruitment plans for minorities, with minority groups in a half-day community/school forum. This forum will be a first step in initiating in-community programs.

This chapter provides suggestions for identifying minority representatives to be invited, including leaders of major local minority organizations, ministers serving minority churches, reprepresentatives of parent groups, minority students and former students, minority elected officials, and major employers of vocational graduates.

The generalized attitudes towards vocational/technical education of each of the minority groups of concern to this project, are summarized in Appendix B. Negative attitudes towards vocational education programs are often prominent and accentuated among minority group community leaders and parents who lack information or fear their children are being denied full education access.

The forum, therefore, is to be directed to program image-building that says vocational education is not second-class education, it is not anti-college, and it is not a tracking system for minorities or those with limited skills. It must stress that vocational education gives students practical experience in their field of interest, helps explore career opportunities, and improves prospects of career employment and higher earning potential upon graduation - or helps to defray higher education expenses. Participants should be encouraged to tour the facilities and meet program representatives

to gain firsthand knowledge. A significant task of the forum is to disseminate vocational promotional brochures developed by this project.

In addition to addressing the problems of information and image, the forum will provide an exchange of ideas about new ways to make vocational programs more attractive to minorities. It will be a first step in formulating an on-going in-community network for support of vocational programs.

The Working Committee, following the forum and as an expanded, on-going school/community group, will oversee implementation of in-school minority recruitment/retention activities and be the generator of new in-community outreach efforts. Since the sources of communication to the target groups must be credible and personalized, organized in-community activities will benefit from involving dedicated volunteer minority community members of the Working Committee, and by using full-time paid minority community advocates, when significant minority populations are involved.

The on-going Working Committee's and advocates' jobs are to:

1. Continually monitor the minority recruitment efforts of their institution in terms of the ten project minority recruitment criteria.

2. To review yearly assessments of minority teacher/staff hirings and student enrollments to ensure progress.

3. To review and evaluate their institution's minority retention rates and efforts.

4. To initiate new in-community recruitment activities and programs, and continually develop new means for ensuring full minority participation.

In addition to the forum presentations and brochure, this chapter gives specific suggestions for promoting vocational education to minorities through radio advertising, direct mailings, and minority publications.

STRATEGIES FOR RECRUITMENT AND RETENTION OF MINORITY STUDENTS IN MICHIGAN VOCATIONAL EDUCATION PROGRAMS

INTRODUCTION TO STRATEGIES

A. Project Background

The Statewide Advisory Committee and consultants appointed to devise strategies for recruitment and retention of minority students in vocational education programs in Michigan began their task with a wider consideration and review of the current relationship of vocational education programs to education, the economy, and community in general, followed by an assessment of minority group interfaces with these factors and trends.

This assessment has been based on a review of available current research, literature, data and selected study and program reports, as well as upon the combined personal and professional experiences and observations of the Committee and consultants. A reference list of literature reviewed is contained in Appendix A. Considerable research, expertise and a variety of outlooks have been involved in the project's assessment process.

B. General Vocational Education Trends

Based on the input as described above, the committee and consultants cite the following trends in the economy, employment market and community that are impacting on traditional vocational education programs in Michigan.

1. Some traditional vocational education skills training areas are static in growth or are obsolete, particularly within the Industrial Trades Curriculum. However, overall, vocational education curricula offer entry level skills training in technical and occupational areas that are in demand. Employment access is particularly enhanced when students go on to and complete post-secondary vocational training programs.

2. The growth in technology and the high-tech industry has created higher pay, complex skills occupations in the vocational education areas of electronics, bio-technology, and computers. High-tech jobs will continue to expand more rapidly than other occupational areas but still will account for a narrow sector of the job market into the 1990s; 1 out of 8 jobs or 13% of the employment market.

3. Strong scientific, technical and technician awareness by workers is important to the nation's economic success in the international marketplace.

4. Vocational education provides a significant entre for increasing national productivity rates, through exposure to job preparation skills and by positively influencing future employee work attitudes and behaviors.

5. The greatest occupational increase within the general employment market is, and will continue to be, within the service sector where jobs are often less skilled and pay lower hourly wages. In addition, it is likely that the economy will increasingly produce an insufficient number of jobs for all who are able and willing to work.

6. At the same time, an elite service sector to meet the needs of affluent urban/suburban professionals is emerging in the economy. Vocational education skills will increasingly be needed to meet this demand in areas such as health care, home maintenance, heating and ventilation, landscaping, computer hardware, governesses, and recreational and fitness programs. Ownership of franchises continues to be one of the fastest growing occupational areas in the country and entrepreneur skills will be needed by those technicians trained to provide these services.

7. In post-industrial America, with greater market segmentation, technological advancements, and economic flux, more career and skill flexibility will be required of American workers.

8. At the same time, the federal government trend toward limiting funding to educational institutions in the 1980s, in conjunction with state and local tax limitation initiatives, is curtailing traditional student support services such as individualized counseling and job placement.

9. Limitations on student financial aid for education are likely to become a reality. If so, more students can be expected to not attend college and/or to "stop out" of education for 1 or 2 year periods, or take reduced course loads to seek income for personal support purposes. GED programs have become the popular means for "stop-out" students to complete high school, later entering vocational programs at the post-secondary level. Therefore, it is increasingly important to insure that these programs provide students with core academic skill proficiency.

10. Better basic reading, communication, writing and math skills are needed by all vocational education students and, in general, by workers entering a diverse and fluctuating employment market. Workers need to acquire core skills for performing functions which transcend occupational clusters.

11. The traditional non-academic image of vocational education curricula within the secondary school system has had a negative impact, with a considerable portion of the general public tending to view vocational programs as an educational track for low achievers or discipline problems.

12. The new "Search for Excellence" movement in public education is often resulting in an increase in basic academic course requirements, thus leaving students with less time for elective vocational education courses. This in turn often results in intensified competition among academic, vocational, music, and art components for a limited number of student school hours. Accordingly, the traditional channel for vocational education recruitment has broken down — high school guidance counselors face too many conflicting demands.

13. In 1980s America, complex urban problems of family, poverty, alcohol, drug abuse, community alienation and cultural identity often overwhelm positive school system initiatives to educate and train secondary and post-secondary students.

It is clear that the following message must be sent to the public: Both is best — academic competency and excellence with technical skills development, career interest exploration, and preparation for the workplace. Within vocational education, the push for excellence is stressed through practical, real life applications of math and English skills. Vocational Education is not terminal, but instead has good, transitional value much like the military. It is a good experience for life. It is good for getting a job, as preparation for college, as a means of support through college, or for finding out about yourself and your interests. Vocational skills are valuable and transferable.

C. Minority Group Interfacing with Vocational Education

In assessing how minority groups are interfacing with these economic and community trends as they relate to vocational education, the Committee and

Consultants arrived at the following premises:

1. Institutions need to be convincing examples of what they are trying to do. If the goal is to increase the number of minority students enrolled in vocational programs, the vocational staff must be reflective of the minority populations being served. This is crucial to providing minority students with the relevant role models and mentoring system associated with professional success.

2. Minority students are also in need of culturally relevant vocational education success and reinforcement models through contact with other minority vocational students, graduates, and minority employers.

3. There are significant cultural differences in the ways American Indians, Arabic, Black, Hispanic, and Asian communities view vocational education based on their very different historical backgrounds.[1] In addition, different cultural values and styles among these minority groups sometimes dictate strategy differences in recruitment and retention techniques.

4. Negative attitudes towards vocational education programs are often prominent and accentuated among minority group community leaders and parents, who fear their children are being denied full education access.

5. Minority parents and community leaders often are not receiving adequate information about vocational education programs available through the school systems and colleges, and the multiple occupational uses of skills developed. On-going, sustained linkages between schools and minority communities and organizations are usually either non-existent or weak.

6. Minority students need earlier and more extensive exposure to self-analysis methods including pre-vocational interest and skill exploration, career awareness programs, and self-directed job search activities.

7. Vocational education provides job survival skills such as knowledge of employer expectations, proper work etiquette and grooming, and successful worker attitudes and behavior. For some immigrant minority students, or for those who have been living within the confines of a ghetto or reservation, vocational education is often the best option for an introduction to the world of work.

8. At the same time, minorities should never be assumed to be disadvantaged. Minorities should not be directly equated with disadvantaged in any way. Some minorities do meet disadvantaged

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[1] These are the five minority groups designated as the specific concern of this project.

criteria due to cultural isolation and/or economic hardships. For these disadvantaged minorities, adequate support must be provided in the form of personal counseling services, peer counseling programs, special tutoring, literacy and arithmetic skills development services, instructional services in enabling and coping skills, human development skills, job search skills, and English as a second language courses where needed. In general, support and coping skills counseling are needed to strengthen disadvantaged minority students' will and abilities to succeed.

9. Extreme care should also be taken by vocational teachers and staff to avoid assuming that Limited English Speaking students lack academic or intellectual skills. Allowances must be made for different acculturation rates and corresponding verbal abilities.

10. Better visual and printed recruitment materials, with culturally specific content and styles, and in-home languages when appropriate, are needed for outreach to minority parent and community leaders.

11. Recruitment of minorities, however, requires more than slick brochures and media attention. The personalized approach, preferably by a member of their own minority group, works best. Vocational programs must have internal representative advocates in their teachers, students and graduates, who act as inside salesmen. These role models provide the essential human connection which enables minority students to positively visualize their participation in vocational programs.

12. Multi-cultural awareness training is needed for school personnel including administrators, academic and vocational teachers and counselors, to make the school setting more conducive to minority student achievement.

13. Vocational education teachers and counselors must search for any and all indices of learning ability and talent in minority youth, since these may be hidden by the veneer of subculture or obscured by isolation. Systematic means must be established for exploring student interests and aptitudes at earlier ages.

14. For the foreseeable future, there are not expected to be any new extensive commitments to affirmative action programs in industry. Thus, education will increasingly become the singular opportunity route for minority children and adults.

To address the problem of minority group underenrollments in vocational education programs it is necessary for our schools and community colleges to do, at the minimum, the following:

1. *Recruit and hire minority and bilingual teachers and counselors at least in proportion to the minority populations in the institution's service district. These minority staff members can best*

serve as role models and mentors to minority students enrolling in vocational courses.

2. *Establish a systematic program for career exploration at the middle school level, including interest inventory testing. When the results of such testing indicate student interest in technical and vocational fields, a direct contact should be made for the student and his or her parents with the informational activities of the district's vocational centers.*

3. *Develop recruitment materials and methods with culturally sensitive content and styles. Recruitment efforts aimed at minority groups must be based on a personal approach which emphasizes reeducation of minority leaders, networking with minority community organizations, and the use of minority teachers, students and graduates as models and advocates. Recruitment actions must be aimed at minority parents as well as their children, since in most minority cultures, parents are the single most important factor influencing student career and course choices. Different cultural values and styles among minority groups sometimes will dictate strategy differences in recruitment and retention techniques; but, in all settings, recruitment actions must avoid portraying vocational centers or programs as being "for minorities".*

4. *Encourage the use of classroom conduct guidelines appropriate to a multi-cultural student setting. The environment must be culturally neutral and supportive if it is to reinforce minority student achievement. Teacher instructional styles are not as important to minority achievement as the quality of the personal relationship between the student and teacher — and the student and his or her classmates. The positive effects of teachers' high expectation on pupil performance are well established.*

5. *Develop minority students' independent job search skills, increase their awareness of post-secondary vocational opportunities, their involvement in supportive student vocational activities and clubs, and their contact with minority student graduates and employers. Successful placement of minority vocational students in the marketplace, and the use of these individuals as role models and mentors, will best encourage minority entry into expanding vocational fields.*

6. *Where there are disadvantaged minority students, personal and peer counseling programs are essential to retention. Such counseling should be aimed at increasing self-awareness, self-confidence, and coping and job readiness skills. Some disadvantaged minority students, and especially limited English speaking students, may need general tutorial services as well as English courses. As with recruitment, counseling services must avoid the stigma and label of being "only for minorities". Support services at a school or center should be presented by a staff team capable of dealing with all needs, so that the student is not left to find his or her own way from one compartmentalized service area to another.*

Each component of the recommended phase one and phase two strategies is considered essential to a *comprehensive* and *fully effective* program to recruit and retain minorities. More piecemeal approaches will accomplish only limited successes.

In the long run, good recruitment strategies for minority groups means putting in place good and comprehensive strategies for the recruitment of all students into vocational programs. Vocational education must go on the offensive with active image-building, informational and outreach efforts.

These general recruitment efforts must be only appropriately *targeted* to minority groups within the community while being *sensitive* to their cultural concerns and *reinforced*, as outlined herein, to meet specific needs.

CHAPTER I

ASSESSMENT OF MICHIGAN MINORITY STUDENT VOCATIONAL EDUCATION ENROLLMENTS

As a basis for understanding minority recruitment problems in Michigan vocational education programs, the project undertook a research component to compare minority secondary student vocational enrollments with 1980 census data for each of the 53 Career Education Planning Districts (CEPDS) in the State. (Similar data for post-secondary enrollments by service area were not readily available.) Enrollment data used for this analysis was a computer printout summary of Section A 11th and 12th Grade enrollments for the 1983-1984 school year.

First, total state minority population percentages were compared with total Michigan vocational education enrollment data, including comparisons by the four minority groups for which census and enrollment data are available (American Indian, Asian, Black and Hispanic). Neither census nor enrollment data include counts of the Arabic population since they are reported as Caucasian. The results of these comparisons are as shown in Table I-1 below.

Thus, overall the four specified minority groups comprise 15.62% of Michigan's total population, while in comparison only 10.8% of Michigan's 1983-1984 Section A (11th and 12th grade) vocational education enrollments were from these groups. This is a tragic gap at a time when unemployment rates for minority groups in Michigan exceed 25% and those for urban minority youth exceed 50%. Asians comprise .6% of Michigan's population and .4% of state vocational enrollments; Blacks represent 13% of Michigan's population but only 8% of state vocational enrollments; those of Spanish origin comprise 1.8% of the population and 1.5% of vocational enrollments. While American

Indian vocational enrollments are .9% of the total as compared with .4% of the population, further analysis in the next section shows underrepresentation of this minority group in a number of geographic areas.

Table I-1

Comparison of Michigan Minority 1980 Census Counts

with State Vocational Education Enrollment Data

Count Category	State Minority Population		State Vocational Education Minority Enrollments	
	Count	Percent of Total Pop.	Count	Percent of Total Enrollments
1. Michigan Total Minority Groups[1]	1,458,303	15.6	9,722	10.8
2. American Indian	40,050	.4	845	.9
3. Asian	56,790	.6	358	.4
4. Black	1,199,023	13.0	7,137	8.0
5. Spanish Origin	162,440	1.8	1,382	1.5

[1] American Indian, Asian, Black, Spanish origin

The project undertook analysis of minority group 1983-1984 secondary vocational education enrollments by each of the 53 CEPDS. In each case, percentage enrollment data for each of the four minority groups by CEPD were compared with 1980 minority group census percentages for the counties comprising that CEPD. Five CEPDs have boundaries which overlap county lines; in these cases estimates for CEPD minority population counts were made. The complete data information for this analysis of minority vocational enrollment is on file with the Michigan Department of Education. General findings are displayed on maps on the next pages.

Table I-2

CEPDS Where the Total Minority Population Percent is at Least Double the Total Minority Vocational Enrollment Percent

CEPD No.	Counties	Total Minorities
4 11	Marquette Alger	3,005
12	Iosco	1,211
17	Midland	2,153
30	Shiawassee	1,350
52	Eaton	4,266
53	Ionia	2,841

Table I-3

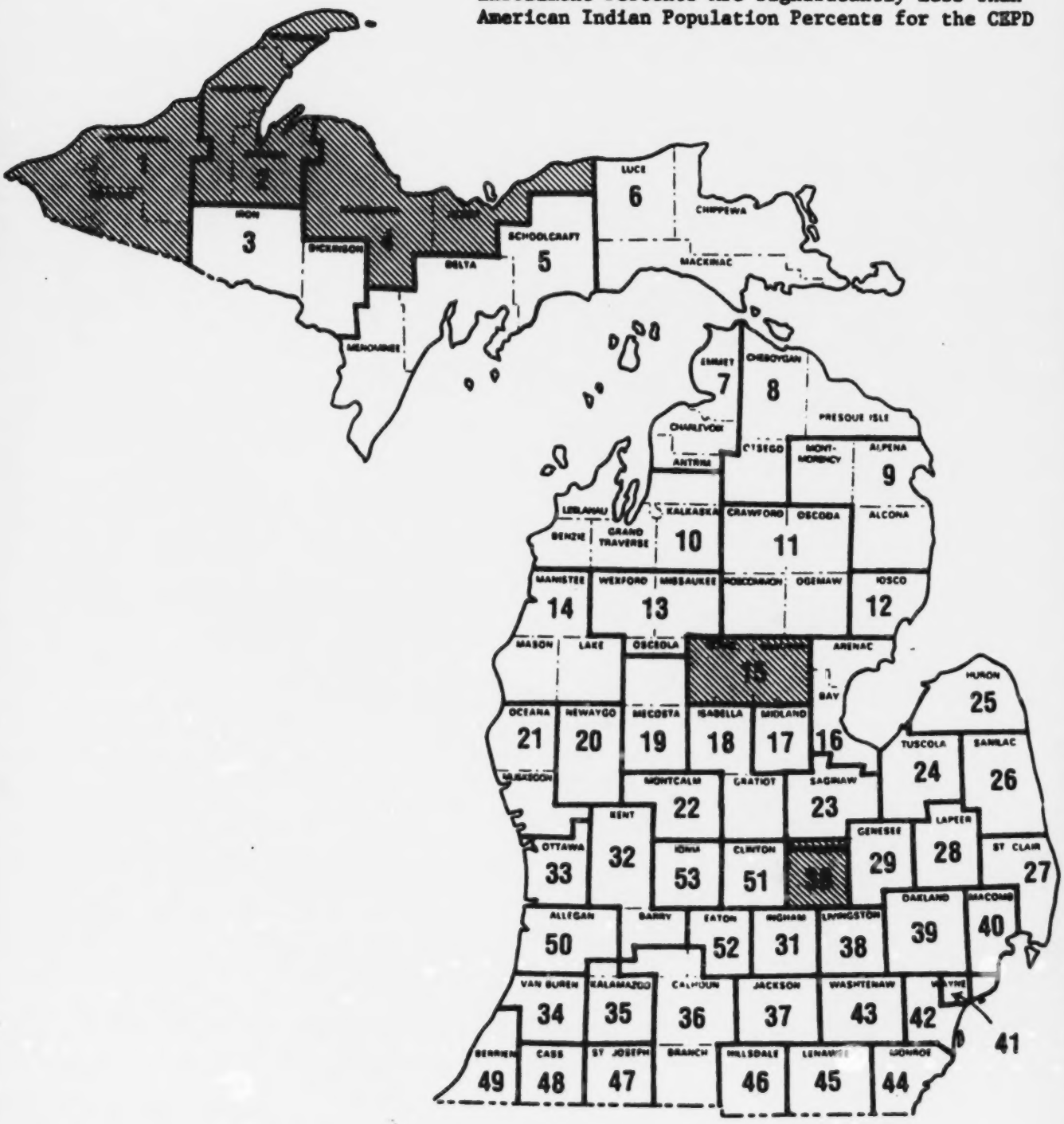
CEPDS Where Total Minority Population Percent is Greater Than Total Minority Vocational Enrollment Percent (But Less Than Double)

CEPD No.	Counties	Total Minorities
2	Baraga Houghton Keweenaw	1,427
14	Manistee Mason Lake	2,818
16	Arenac Bay	5,109
19	Mecosta Osceola	1,493
28	Lapeer	1,840
47	St. Joseph	2,056
51	Clinton	1,470

Map 1

GEOGRAPHIC LOCATION OF AMERICAN INDIAN VOCATIONAL UNDERENROLLMENTS BY CEPD

CEPDs Where American Indian Secondary Vocational Enrollment Percents Are Significantly Less Than American Indian Population Percents for the CEPD



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Map 2

GEOGRAPHIC LOCATION OF ASIAN
VOCATIONAL UNDERENROLLMENTS BY CEPD

CEPDs Where Asian Secondary Vocational
Enrollment Percents Are Significantly Less Than
Asian Population Percents for the CEPD

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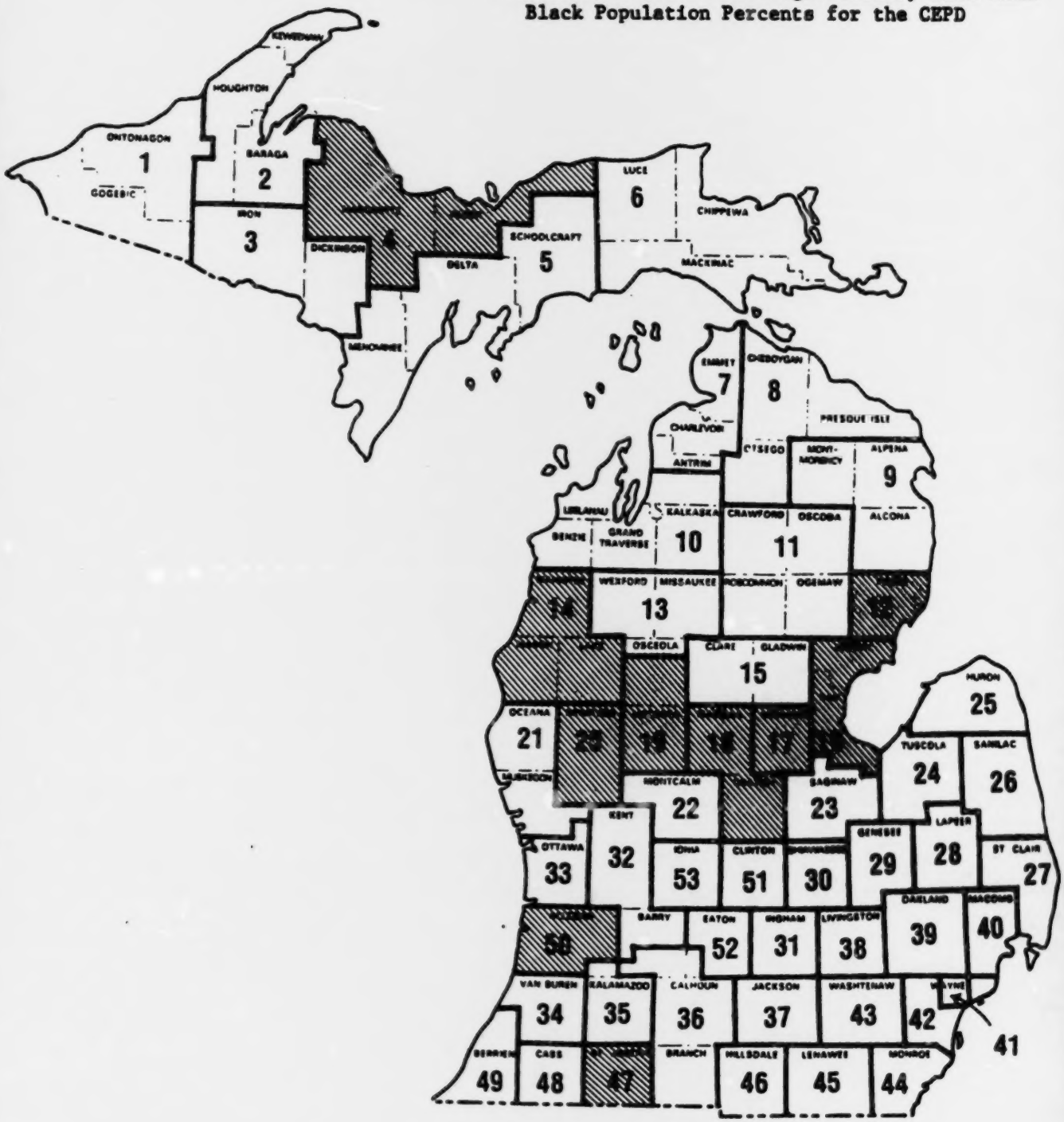
Map 3

GEOGRAPHIC LOCATION OF BLACK
VOCATIONAL UNDERENROLLMENTS BY CEPD

CEPDs Where Black Secondary Vocational
Enrollment Percents Are Significantly Less Than
Black Population Percents for the CEPD



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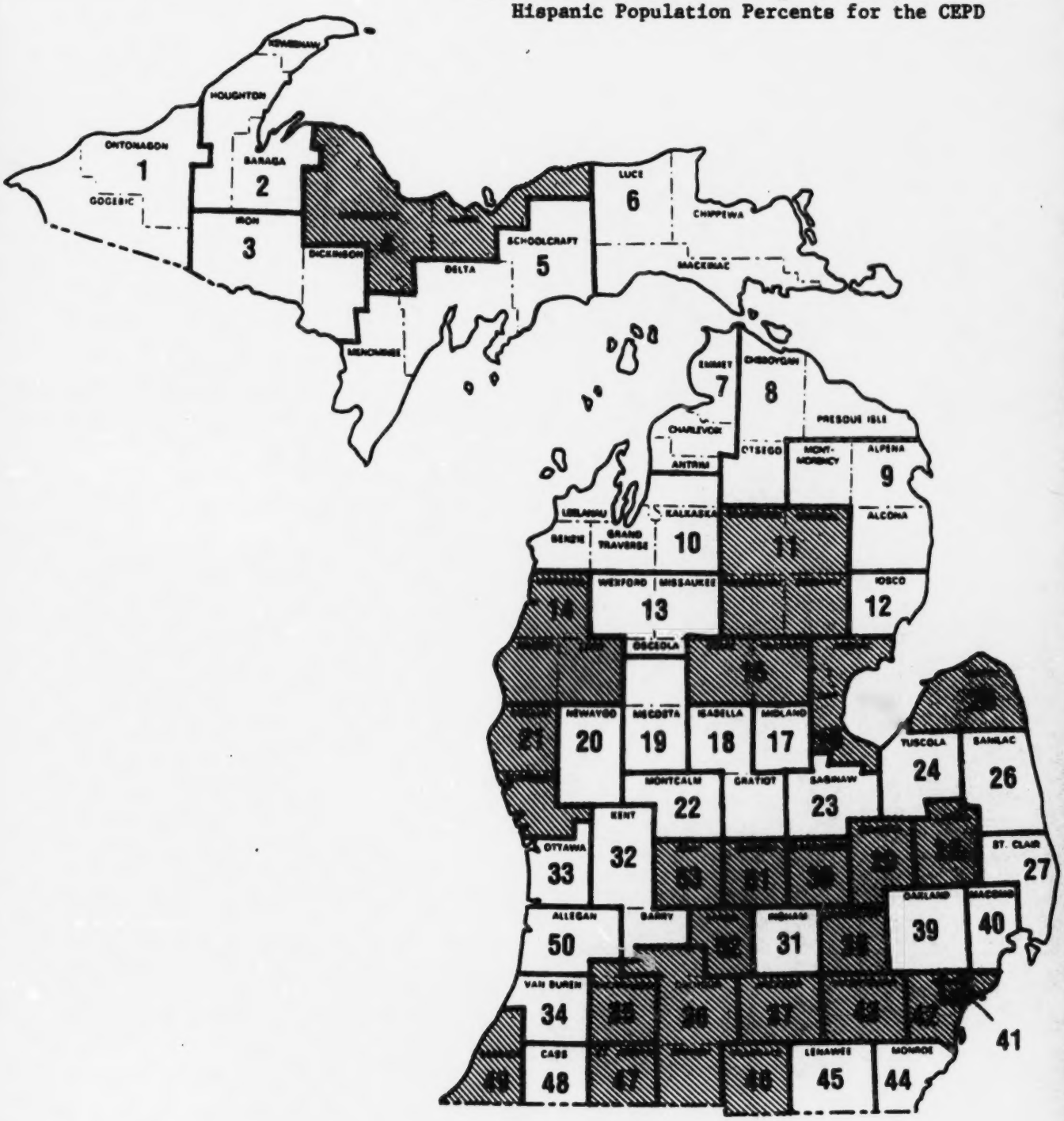
Map 4

GEOGRAPHIC LOCATION OF HISPANIC VOCATIONAL UNDERENROLLMENTS BY CEPD

CEPDs Where Hispanic Secondary Vocational Enrollments Percents Are Significantly Less Than Hispanic Population Percents for the CEPD



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Thus, in 9 of the 63 CEPDs (17%), total minority population percents are at least double total minority vocational enrollment percents. In 9 of the CEPDs (17%), the percentage difference is less, but still, the total minority population percent is greater than the total minority vocational enrollment percent. In an additional 15 CEPDs (28%), a specific minority group is underenrolled when that group's population percentage is compared with enrollment percentages for the CEPD. Overall, 33 CEPDs, or 62%, fell into one of these three deficient categories. Three other CEPDs have less than 500 minorities within their borders according to 1980 census data.

Six (6) CEPDs show underenrollment of American Indians, 11 CEPDs show underenrollment of Asians, 12 CEPDs show Black underenrollment, and 23 CEPDs Hispanic underenrollment.

The above analysis considered minority representation in secondary vocational education as compared with the total population percent of minorities in a CEPD district. The project would also note, as shown in Table I-4, that there are 11 cities within Michigan with populations of over 20,000, which 1980 census data show as having total minority populations above 15%. The Vocational/Technical centers or colleges with these cities within their service areas should be particularly sensitive to their minority enrollment percentages from these city high school districts.

As stated in the beginning of this Chapter, no attempt was made by the project to compare post-secondary vocational minority enrollments with minority census data for the service area, due to lack of data available to the project. The secondary vocational enrollment data, however, document and indicate, as shown, a significant minority vocational education underenrollment problem, which varies both in intensity and by minority group affected, across CEPDs.

Since the minority enrollment problems and issues differ by CEPD and, we are sure correspondingly within CEPDs, the project and advisory committee are recommending a model and formats for individual local vocational center assessment of its minority enrollment and retention status - as a first and necessary step in improving access for minority groups.

Overall, the very significant underenrollment of Blacks in Michigan (13% of the population, and only 8% of vocational enrollments) merits full and special attention by the Michigan Department of Education.

Table I-4

Cities in Michigan With Populations Over 20,000

That Have Over 15% Minorities

City	CEPD No.	Total Population	American Indian Pop.	Asian Pop.	Black Pop.	Hispanic Pop.	Total Minority Pop.	% Minority
Ann Arbor	43	107,966	270	3,894	10,069	2,251	16,484	15
Battle Creek	36	35,724	201	120	8,143	679	9,143	26
Detroit	41	1,203,339	3,420	6,621	758,939	28,970	797,950	66
Flint	29	159,611	971	633	66,124	3,974	71,702	45
Grand Rapids	32	181,843	1,260	1,130	28,602	5,751	36,743	20
Hamtramck	42	21,300	56	138	2,751	235	3,180	15
Highland Park	42	27,909	86	141	23,443	232	23,902	86
Inkster	42	35,190	82	164	19,994	412	20,652	59
Jackson	37	39,739	209	125	6,133	802	7,274	18
Kalamazoo	35	79,722	333	623	12,438	1,487	14,881	19
Lansing	31	130,414	1,088	802	18,179	8,237	28,306	22
Muskegon	21	40,823	325	138	8,746	1,216	10,425	26
Pontiac	39	76,715	430	498	28,543	5,007	34,467	45
Romulus	42	24,857	110	109	4,333	345	4,897	20
Saginaw	23	77,508	399	185	27,555	6,987	35,126	45
Ypsilanti	43	24,031	92	269	7,060	372	7,793	32

CHAPTER II

MODEL FOR CONDUCTING INDEPENDENT LOCAL SCHOOL ASSESSMENTS

A. Establishing the Working Committee

Strategies concerning recruitment and retention of minority students in vocational education cannot work without genuine concern on the part of all administrators and staff at any secondary or post-secondary institution. Concern must be translated into commitment and action at all levels from the boards of education or trustees, superintendents or presidents, principals, deans, administrators, division heads, individual teachers, and counselors alike.

It is not enough to give verbal commitment to the process nor is it enough to say that it is the task of all concerned to recruit and retain minority students in vocational education. Such commitment must be translated into practices that will impact both students and staff. Priorities must be assigned within the center or college system so that the necessary staff and other support is available. Recruitment and retention of minorities cannot be made an extra duty but must become expected performance of staff which is evaluated accordingly. Benchmarks must be established so that progress can be measured and noted. In this way, recognition and incentives can be provided to teachers and staff for their efforts.

The first step in the minority recruitment/retention model is for the vocational center or college to appoint a Working Committee to initiate and conduct a statistical assessment of the institution's minority staff and student enrollment status, and an interview-based study to probe student, teacher, counselor, minority leader, and parent attitudes and perceptions of vocational educaton programs and components.

This Working Committee should be representative of different cultural perspectives and program curricula. It should include administrators, vocational and home-school counselors, teachers/faculty, bilingual staff, students, minority parents and community leaders, and major employer representatives.

The steps in the assessment process are as follows:

1. *Statistical comparson of the number of minority staff at the vocational institution with the district's or service area's overall census figures by minority group.*

2. *Statistical comparison of the district's or service area's overall census or school population's figures by minority group with vocational center or college student enrollment, completion, and leaver data by minority group.*

3. *Statistical comparison of the vocational center or college's minority student enrollments, related individually to the student minority group enrollments at each of the schools feeding into that secondary or post-secondary vocational center.*

4. *Statistical comparison of the district's or service area's overall census or school population's figures by minority group, with student enrollment data from each vocational program area.*

5. *Interviews with minority vocational students, including those leaving or exited.*

6. *Interviews with vocational teachers.*

7. *Interviews with vocational and general counselors.*

8. *Interviews with minority community leaders and parents.*

Formats for each of these investigations are given in Appendix B to this manual.

The formation of and work of the Committee suggested herein is similar in some respects to that which is being recommended by the 1985 State project entitled "Michigan's Model for Delivering Vocational Education to Secondary Limited English Proficient (LEP) and Minority Language Students", based on legal requirements for devising local plans for serving the LEP populations. Our project's tasks differed by the inclusion of Blacks and American Indians

as part of the target population, and by focusing very specifically on recruitment/retention issues. However, at the local level, it may be advisable and efficient to combine the efforts of these two suggested working or steering committees from the outset. At the very least their efforts should be well coordinated. Copies of the delivery model for LEP and minority language students are available at the Michigan Department of Education or at the Michigan State University Vocational Resource Center.

Methods for Conducting Surveys

The student survey form should be administered to all minority students, or at least 50 students at the vocational education agency, depending on the size and composition of the minority student population. These surveys should be personally distributed by a minority staff member, teacher, or community liaison.

Twenty (20) to 50 teachers should be surveyed, in addition to all of the vocational center counselors and 2 to 4 counselors at each of the feeder schools or from each of the community college counseling centers.

Surveys should be distributed to 50 to 100 minority community leaders or parents, proportional to their minority group representation in the service area population. The Working Committee should solicit the assistance of key miniority community organizations in distributing and collecting the questionnaires, again to insure personal contact. If input from the questionnaires is particularly significant from any survey or minority group, it would be a good idea for the Working Committee to hold a focus group discussion with 5 to 10 representatives to explore further their attitudes, opinions and suggestions.

All of the findings from this model school assessment should be summarized in a concise and readable format for distribution and use in in-

school and community outreach action planning. (Form 5 provides a format for summarizing the compiled statistical data.) The completed report on minority recruitment/ retention problems and issues in vocational programming, should address all of the following:

1. Whether the vocational center's minority staffing by numbers and positions is proportional to each minority group's respective representation in the service area population. This will determine minority groups to be targeted for special staff recruitment/retention efforts.

2. Whether vocational center student enrollments, completions and exits are proportional to each minority group's representation in the service area population and the extent of discrepancies. This will determine minority groups to be targeted for special student recruitment/retention efforts.

3. Whether vocational center student enrollments from each feeder school are proportional to respective minority group representation in that school's student population and the extent of any discrepancies. This will determine schools and corresponding minority groups to be targeted for special recruitment/retention efforts.

4. Whether vocational center student program enrollments are proportional to each minority group's representation in the service area population and the extent of discrepancies. This will determine program areas to be targeted for minority recruitment efforts.

5. The summary assessments of students, teachers, counselors, minority community leaders and parents in regard to the degree to which current vocational programs are meeting the needs of minority students.

6. Assessment of the informational needs of minority students, parents and community leaders.

7. Assessment of the support service needs of minority students enrolled in vocational education.

8. Assessment of image problems that may exist in minority communities in regard to vocational education programs.

9. Suggestions for techniques and materials to improve recruitment of minority students.

CHAPTER III

DEVISING RECRUITMENT PLANS

A. Introduction

The Working Committee will use its report on independent local school assessment findings to devise three types of coordinated action plans. First, an in-school student recruitment program and schedule targeted to minority groups, high schools, and program areas determined to be in need of special efforts. This plan for minority recruitment should be an integral part of the general vocational center recruitment efforts. Suggestions and examples for successful in-school recruitment plans are provided in this chapter.

Second, the Working Committee, based on assessment findings, will delineate a plan for improving in-school retention of and support to minority students. Strategy components for this planning are primarily given in Chapter IV.

Third, the Working Committee should devise plans for a community seminar or forum inviting representative of minority organizations, churches and social groups. At this forum the Working Committee will personally share the results of this assessment of minority recruitment/retention problems and issues; make an informational presentation on the vocational center's programs and benefits and uses of vocational training; and solicit minority representatives' aid in distributing recruitment brochures and in establishing a network for ongoing minority community support of vocational training. Suggestions and a format for this community seminar are detailed in Chapter V, Addressing Image Problems and Interfacing with Minority Communities.

B. In-School Recruitment Plans

Vocational schools need minority teachers, counselors and staff in sufficient numbers to make the environment comfortable and attractive to minority students and to provide culturally relevant role models and mentors. Therefore, recruitment of qualified minority staff is the first goal for successful recruitment of minority students.

Another key to good recruitment is to realize that potential graduates are not always the same as potential students. Good retention begins with good recruitment, i.e., there must be a good match between student and program when the recruitment takes place. This means that adequate pre-vocational exploration is the second goal of recruitment. Pre-vocational exploration activities for 7th, 8th, 9th and 10th graders are particularly important for minority students who may be more likely to lack community vocational/professional role models and information about the opportunities and benefits of obtaining vocational/technical skills.

Pre-vocational exploration activities should include the systematic administering and use of interest inventory tests in junior high and early high school counseling. While care should be taken in advising students solely on the basis of these instruments, they do provide aid in uncovering strong vocational/career inclinations and talents which might otherwise go unnoticed by parents and school staff alike. The results of interest inventory tests should be shared with minority students through counseling or seminar sessions which include parents. Vocational Center information fairs should be held with personal invitations to those students and their parents whose interest inventories show orientation to technical skills areas, thereby providing a direct link. These students and their parents should also be provided with realistic information about the local labor market and about

high demand and emerging occupations. The steps and results of these three essential career exploration activities, -- i.e., providing students with: 1) self-knowledge, 2) information on career and program opportunities, the labor market and emerging occupations, and 3) direct link-ups with vocational education agencies -- are best documented and accomplished through Employability Development Planning procedures for each student. The Michigan State Vocational Education Resource Center has many examples of such successful career counseling programs.

Pre-vocational exploration should be made an integral and formal part of school Bilingual LEP programs before the end of the 10th grade year. These career awareness activities should provide for parental involvement in vocational center open houses and career fairs.

The use of multicultural and non-sex bias recruitment materials is essential. It is also essential that minority vocational students and staff be presented as role models at career fairs and vocational presentations. Particularly successful recruitment strategies have been built on solicitation of area industry and business leaders' support in allowing release time for their minority staff to aid the school as peer models in targeted minority recruitment efforts. This employer/school linkage can be expanded with field trips, speakers, and "work partners for a day" programs with area industries.

In developing its minority recruitment program, the Working Committee should start with its school's general recruitment plan as the base. If the plan is written, well-coordinated and generally in place, the Committee should provide review, improvement and targeting suggestions as indicated by its independent school assessment of minority status and issues, and according to the ten minority recruitment criteria listed below:

1. *Recruitment of minority staffs should be at least in proportion to the minority populations being served, to ensure role models and an environment attractive to minority student participation.*

2. *Pre-vocational interest inventory testing, follow-up career awareness activities such as MOIS exploration, and Employability Development Planning should be specifically targeted and systematically administered to junior high, middle school student populations with high minority percentages. Those students whose interests are significant in technical/vocational fields should be specially invited with their parents to career fairs at the district's vocational centers.*

3. *Pre-vocational exploration should be made an integral and formal part of all school bilingual/LEP programs before and during the 10th grade year.*

4. *When working with minority youth, recruiting activities should reach parents as well as students. Within the minority groups of concern to this project, decision-making is commonly a family or even community concern.*

5. *General school recruitment activities should include current minority students, minority staff and former students/current employees as role models. This sharing of success stories and experience in the world of work can best provide the cultural reinforcement and support needed to prompt minority students into considering vocational careers.*

6. *Printed and visual materials should be non-sex biased and should depict vocational students as multi-cultural.*

7. *Information disseminated should be in the target group's primary language(s) since by definition LEP persons have limited ability to understand written or spoken English.*

8. *Recruitment materials and efforts should clearly let the potential student know that race, language, sex or handicap are not a barrier to admission and should describe the support services that will be provided for disadvantaged students.*

9. *Cultural differences in values and styles will sometimes dictate strategy differences in recruitment techniques and these should constantly be considered.*

10. *Recruitment activities for minorities should be organized and on-going, and based on a personal approach which emphasizes networking with minority community organizations and <u>in-community</u> programs such as social groups, churches, mosques, and pow-wows.*

If general vocational recruitment plans are not fully developed within a district or institution, the <u>Working Committee's</u> recruitment recommendations

for minorities will have to include recommendations for formalizing and expanding existing general recruitment activities.

If this is the case, two factors should be kept in mind:

1. Good vocational recruitment plans must include the information/education, involvement, and coordination of all actors: Boards of Education, Trustees, Presidents, Superintendents, Deans, Chair/Division Heads, vocational and other teachers, vocational and general counselors, employers, minority leaders and parent groups. All activities incorporated must be pre-scheduled on a yearly basis with all responsibilities pre-assigned. This recruitment system must be constantly monitored by a responsible body, with revisions and updates made accordingly.

2. It is the Minority Working Committee's responsibility to see that these general recruitment activities are targeted to, and conducive to, minority groups presently underenrolled in its vocational education programs, according to the assessment study it has carried out and the ten criteria for minority recruitment cited above.

For general purposes, a list of the most commonly used recruitment strategies by vocational centers and colleges within Michigan is cited below:

1. Providing career awareness activities integrated into the bilingual/LEP or social sciences curriculums.

2. Conducting career fairs for students and parents.

3. Hosting socials or open houses at the vocational centers or colleges for students and parents.

4. Disseminating printed notices, posters or flyers at feeder schools.

5. Using audio-visual presentations to student and parent groups to explain vocational program opportunities. (Short "brag tapes" or video spots developed by vocational students have been effectively used in Detroit.)

6. Parents Day at vocational centers for secondary programs.

7. Recognition of the vocational student of the month, with announcements at, and credit to, the home school.

8. Letters promoting vocational education to parents or to the workplace of minority persons.

9. Organized student vocational education promotional teams to give presentations in the high schools. (Replace Yourself Concept, ASETS Program, Vocational Club Officers, etc.)

10. Board of Education or Trustee presentations by vocational students, teachers, administrators and former students.

11. Vocational Education bulletin boards within the schools or colleges with representative photos of students in training and working.

12. Vocational Education promotional posters in schools or colleges, featuring vocational students and their testimonials.

13. Distribution of promotional materials to teachers, administrators, counselors, and advisory groups throughout the district or service area.

14. Vocational Center orientation sessions for high school counselors and teachers. (In-service training on center offerings and recruitment plans and techniques).

15. Specialized career guidance activities such as interest inventory testing, career guidance week and seminars.

16. Promoting independent exploration of careers by students using GIS-MOIS and the Occupational Handbook.

17. Promoting and facilitating a school or college Vocational/Technical Day by all staff.

18. Arranging for student visits to vocational centers or colleges individually or as a group.

19. Orientation with students identified for vocational program enrollment; follow-up on identified student no-shows to centers.

20. Making presentations to school (K-6) and community groups.

21. Supervising and monitoring recruitment efforts.

22. Improving application (vocational course selection) process and monitoring.

23. Involving employers and former students in all recruitment forums and fairs.

24. Organizing a media campaign with newspaper coverage and TV and radio public service promotional spots.

25. Conducting vocational week activities including Proclamations, Awards Banquets, PSA Announcements, etc.

26. Integrating non-traditional vocational choice promotion into regular recruitment programming.

Vocational promotional brochures appropriate for distribution to minority students, parents, and community groups have been developed by this project. There are four available brochures: one entirely in English, and one each with text in Arabic, Hispanic, and Vietnamese languages. Copies of the brochure are available through the Michigan State University Vocational Resource Center.

The in-school recruitment plans and recommendations devised by the Working Committee must receive the full support of the district or college administration. Scheduling of all activities and responsibilities must occur, and an on-going monitoring team must be in place to evaluate results and update efforts, as discussed at the end of Chapter V.

Plans for improving in-school retention of minorities, as stated, are an integral part of recruitment planning. Strategies for retention are presented in Chapter IV of this manual. The Working Committee should review its institution's staffing, practices and services in light of these Chapter IV strategies and include recommendations for retention of minorities in its overall report and recommendations to the administration and community.

CHAPTER IV

DEVISING RETENTION PLANS: CREATING A STAYING ENVIRONMENT

A. Introduction

The project's research and advisory committee discussions developed three strategies for improving minority group students' retention in vocational education programs.

1. *Strengthen the relationship between minority students and their vocational teachers, since teacher expectations of students have proven to have such a significant effect on student performance. The classroom environment needs to be supportive but demanding, and free of stressful cultural biases.*
2. *Connect the student to the world of work by: a) Providing some work-related experience during training, even if it is short-term; b) encouraging establishment and student involvement in vocational clubs and use of successful minority vocational graduates as role models and mentors; c) secure successful job or higher education placements for minority vocational education graduates and use these individuals as role models and mentors for current minority vocational students.*
3. *Where there are disadvantaged minority students, provide personal and peer counseling programs to support retention. Some disadvantaged minority students, and especially limited English speaking students, may also need academic tutorial services as well as English.*

Additionally, for all vocational students, more integrated vocational and academic course planning, credit assignment and selection should be encouraged at the 9th, 10th and 11th grade levels, to reduce the occurrence of 12th grade students dropping vocational courses in which they are interested, due to incompleted academic graduation requirements.

Details of the above three strategy components are given in the sections which follow.

B. Classroom Conduct Guidelines for Multicultural Student Settings

To retain minorities in vocational programs, the school and classroom environments must be hospitable; teacher and peer contacts and relationships for minorities should be supportive.

Teachers need to be aware of their special responsibility for maintaining classroom environments that are culturally neutral. There is a need for fostering minority student achievement in the classroom through: high and equal expectations of minority students, encouragement and positive feedback, and provision of special support as needed.

To ensure that teachers understand their minority students and their attitudes, teachers should receive awareness information in regard to the cultural and historical differences in attitudes towards vocational training and educational environments, as found among minority groups. Appendix C to this report contains brief summaries of these attitudinal differences pertaining to the five minority groups of concern to this project.

The following section gives representative classroom conduct guidelines developed by the project for use in multicultural student settings, especially those in which retention of minorities is a significant issue.

VOCATIONAL EDUCATION CLASSROOM CONDUCT GUIDELINES

FOR MULTICULTURAL STUDENT SETTINGS

1. The classroom environment must be one of awareness and openness to cultural differences. There must be recognition and respect for the rights of others to practice their own culture, including language, dress, and personal mannerisms. In this way, appreciation of cultural pluralism will be fostered. However, actions which are disruptive to the common tasks of the class are unacceptable.
2. The teacher must insist on a classroom environment which is culturally neutral. Some students may not be able to attain a position of appreciation of another culture, but they must never be allowed to be hostile to that culture or any of its members.
3. Studies have shown that minority students respond best when they feel you are happy to have them in your class.
4. Group projects can be tried and encouraged to foster positive multicultural student experiences and so that peer modeling and instruction can be utilized.
5. Classroom settings which emphasize student participation have also been found to encourage positive multicultural student exchanges.
6. Teachers experienced in instructing minority students say it is best to be straightforward, positive and realistic about your expectations of each student. Teachers must also be sensitive and patient in working with the student to realize these expectations.
7. It is also best to be explicit about assignments and write them out on the blackboard. Minority students, like others, must do their assignments and not just "get by".

8. Minority and limited English speaking students need to be expected and encouraged to make contributions to the class according to their ability to participate.
9. It is helpful to look for those areas and activities in which the minority student is most highly interested. These areas often offer the best vehicle for motivation and learning.
10. If a student is apprehensive about attempting new tasks, he/she may show it through apparent lack of attention, distractibility or delays in beginning the task.
11. If a teacher observes that a student is easily discouraged, it may be because he/she has had many failure experiences in the past and needs many success experiences in the present.
12. However, words of praise or other reinforcement techniques need to be used judiciously rather than constantly. The teacher needs to ascertain that there is an actual attempt to learn or perform before significant reinforcement is offered. This way the student will know that the teacher is sincerely concerned.
13. Good commercial audio-visual materials can aid with reinforcing of concepts, especially for limited English speaking students.
14. Providing various levels of reading materials for each concept studied, when possible, will also aid limited English speaking or educationally disadvantaged students.
15. If a student is having academic difficulties, consistent tutoring help is needed.
16. Skill acquisition curricula, when possible, can be structured with shorter closures, so that students can feel more immediate and incremental progress.

17. Every opportunity needs to be utilized to stress the benefits of vocational careers to minorities and others. Teachers can upgrade the image of vocational professions by emphasizing the technical aspects, by providing awareness of the job possibilities at the associate degree level, and awareness of the transferability of vocational skills.
18. In accordance with Title VI, Title IX, and Section 504, vocational centers or colleges shall establish and disseminate widely, the names of minority affairs representatives and grievance processes for students to report situations where they feel they were discriminated against or their cultural background was an issue. Such situations must be resolved and handled judiciously to ensure that the center or program doesn't get a negative image with minority groups.

C. Connecting the Student to the World of Work and Use of Minority Graduates and Employers as Role Models

In order to persevere in vocational programs, minority students, like their non-minority student counterparts, need to be able to project themselves beyond the classroom and visualize their placement in successful career paths. Hands-on work experience in the chosen vocational/technical training area, on an unpaid or paid basis, is an important motivating experience for minority vocational students. This work experience should be introduced early in the program. Such on-the-job experience has tested out to be the single most important factor in increasing student retention rates. However, more than just a proper arrangement of training/educational components and work experience is needed. To achieve their professional goals, minorities need to be provided with culturally relevant role models and a mentoring support system as well. Such a system, in conjunction with coordinated vocational program components, can provide the internal motivating

influences and the specific and personal external help needed to establish oneself successfully in the market place.

To accomplish this objective, vocational centers and colleges should organize seminars or fairs where successful minority vocational graduates discuss their experiences and careers. These one-day events can be expanded to include on-the-job shadowing programs for a day; or alternatively, student tours of minority employees' places of work.

Studies show that minority student participation in vocational clubs and other student activities which are career oriented need to be strongly encouraged. Events should be planned which include well-known minority speakers as a means of attracting minority student interest.

Once-a-month peer support and career exploration sessions can be very influential. These sessions for students would include former minority vocational graduates and minority employers. Such a mentoring system would provide needed cultural reinforcement for minority student career choice and specific contacts for them with the market place. To the extent possible, such mentoring sessions need to be on-going and based on personal one-to-one contacts between students and successful minority vocational graduates. Minority employers can be requested to act as advisors to these sessions, and to allow release time for the participation of their minority employees.

To best serve minorities, job placement programs in place at vocational centers and colleges need to have three objectives: (1) to aid students in acquiring a pattern of skills, attitudes, understanding, and knowledge which will enable them to obtain and adapt to a job; (2) to acquire job search skills so that over their lifetimes they are prepared to deal with recareering opportunities and necessities; (3) to arrange for students to make specific contacts with potential employers which result in their obtaining the best possible jobs.

The success of vocational programs in recruiting and retaining Michigan's minority students ultimately will depend on their success in placing minority students in meaningful and rewarding careers or related higher educational experiences. There is no better recruiter than the successfully employed minority vocational graduate.

D. Counseling and Support Services for Disadvantaged Minorities

Minority students should be assessed by the vocational center or school, at all times, as individuals with different abilities, backgrounds, and experiences. Some minority students will qualify as "disadvantaged" due to their limited economic resources, deficient academic backgrounds, or because they lack proficiency in English. However, extreme care should be taken to avoid treating all minorities or bilingual students as disadvantaged -- most are not.

Likewise, there is a difference between career counseling exploration and reinforcement activities useful to most students, and particularly most minorities, and those more personal support counseling and tutoring services needed by the disadvantaged.

For the disadvantaged, such personal support services must be developed in the form of assistance with: financial aid at the post-secondary level; peer counseling programs to sharpen self-esteem and coping and human development skills; job readiness training; literacy and arithmetic skills development; English as a second language, and other bilingual tutoring services.

Information about the availability of these services needs to be given to all students and parents, so that minority students can take full advantage of them as they deem appropriate. The presence of minority staff advocates on counseling, information, and referral teams is of primary importance to attracting disadvantaged minority students to these services.

Supportive services at vocational centers and colleges must not be compartmentalized, leaving a student on his or her own to determine how to best use and coordinate them. Supportive services need to be offered by a staff team capable of meeting unique needs and making referrals in a comprehensive manner.

Peer couseling programs are increasingly being used successfully in educational settings to replace costly one-to-one student personal counseling approaches, and because they are particularly appropriate to addressing disadvantaged students' deficiencies in self-esteem and coping and human development skills - and in strengthening disadvantaged students' will and ability to stay in school. The Metropolitan Detroit Youth Foundation (MDYF), with Detroit Public Schools, has developed such a model for low cost peer counseling sessions, using parents and community volunteers as advisors. Training and guidebooks for this program are available through MDYF. (See appendix reference list.) Such approaches provide a way for schools to get minority leaders and organizations involved in vocational support activities.

Intensive personal support counseling services attached to vocational centers, but often conducted as extra-curricular activities, may be needed and appropriate when vocational program and school drop-out rates among disadvantaged minority students are determined to be high. At the post-secondary level, the peer counseling/mentoring approach needs to be considered to address problems of retention among disadvantaged single parents. Peer counseling support groups can also be important to retention of students pursuing non-traditional careers.

As another aspect of retention, vocational centers and colleges need to develop systems for referral and services for academically disadvantaged students through tutoring programs and basic skill development components.

Employers in technical fields are increasingly demanding competency in basic math, writing and reading skills so that employees can master technical vocabularies and concepts and transfer their applications to multiple problems and situations. The "Search for Excellence" movement thus demands that vocational education graduates be literate as well as technically skilled. It is particularly important that minority students be well prepared since institutionalized discrimination practices remain a reality in some employment sectors.

E. Elements of the Local Minority Student Retention Plan

The Working Committee can rely on its minority needs assessment and status findings in determining the particular retention plan elements and activities that are needed. The severity of retention rates among the center's or college's significant minority group populations will be the chief indicator of the extent of new retention efforts needed. The results of interviews with teachers, counselors and minority students and graduates should point to the direction and priority of various retention components.

The Committee needs to first conduct a systematic review of its center's or college's existing retention activities. Where needed, recommendations should be made for publicizing these services to minority groups, improving their coordination, and assuring systematic access to minority students. Where appropriate, the Committee should make specific recommendations to the administration for expanding retention activities, such as disseminating classroom conduct guidelines for multicultural student settings to all instructional staff.

Regardless, as minority recruitment efforts are expanded by the vocational center or college, retention data and strategies should be periodi-

cally reviewed by an on-going minority concern Working Committee. In this way, adjustments to the changing needs of newly recruited minority students and groups can best be assured.

CHAPTER V

ADDRESSING IMAGE PROBLEMS AND INTERFACING WITH MINORITY COMMUNITIES

A. Introduction

Once the previous three steps have been completed (the independent local school assessment, development of in-school recruitment plans, and in-school retention plans for minorities), the Working Committee should prepare to share these results and its recommendations with minority groups in a half-day community/school forum or seminar.

This forum will have the following five objectives:

1. *To share the results of the independent local school assessment of minority status and issues in regard to vocational educaton programs. Minority community leaders and parents need to be made aware of minority underenrollment problems and the attitudes of, and suggestions made, by students, teachers, counselors, minority leaders and parents interviewed.*

2. *To provide a forum for educating or reeducating minority leaders and parents on the up-to-date opportunities and benefits of vocational training. This presentation should be directed aggressively towards positive and promotional image building for vocational education and should not be merely informational in content.*

3. *To provide information and seek advice on the in-school and community recruitment/retention plans and recommendations made by the Working Committee, and in place generally within the school system or community college.*

4. *To develop a plan for the distribution of the recruitment brochures within the various minority group communities, utilizing the full cooperation and help of minority groups present and represented.*

5. *To develop a beginning school/community network foundation for future, more expanded, outreach recruitment efforts to minority communities. This network should be established by expanding the Working Committee group to include more minority and community representatives.*

Community forum participants should include representatives from all major minority organizations within the district or area, ministers serving

minority churches, representatives of parent groups, minority students and former students, minority elected officials, and major employers of vocational graduates. Your local county or city Community Development Office can provide you with a list of minority groups in your area. Every effort should be made to get broad commitment for the forum and top level support in its planning and implementation. If a center or college is concerned with more than one minority group, it would probably be preferable to hold separate forums with each group, to ensure that the input of each is fully and individually attained.

The forum should provide an ideal opportunity for getting media coverage of minority underenrollment issues and concerns, and positive coverage regarding vocational training assets, and minority community support for recruitment/retention efforts. The Working Committee should prepare a press release announcing the forum and its objectives and an immediate follow-up press release on its content and accomplishments.

B. Addressing Image Problems

The general attitudes of each of the minority groups of concern to this project group towards technical/vocational education, as based on historical experiences and cultural influences, are summarized in Appendix C. Negative attitudes towards vocational training are often found among minority group members, particularly Blacks, where theoretical discussions of the benefits of vocational versus academic training played a significant role in the Civil Rights struggle early in this century. Historically within public schools until the 1960s, Blacks were often systematically assigned to vocational programs as a tracking system which denied access to college preparation courses.

Therefore, in the forum presentation on the center's or college's vocational offerings and benefits, minority parents and community leaders need to be given a new kind of orientation - one that says: Vocational education is not second-class education; it is not anti-college or university. It will not hinder or jeopardize one's aspirations for higher education. On the contrary, it is both conducive to, and compatible with, one's zeal for university study. The popular myth about vocational education being a tracking system for minorities, those with limited skills, and/or those with learning problems must be put to rest. Information must reinforce that vocational education is for the specially talented and all presentations, publicity, advertisement and marketing for the community forum should be orchestrated to this end, and thus promote the idea of vocational education being prestigious and distinctive. Every source of information should unequivically stress that vocational education gives the students practical experience in their fields; helps determine general and specific career opportunities; improves student prospects of career employment and higher earnings potential upon graduation; and finally, provides earnings to help defray educational expenses.

Michigan's vocational education programs must underscore their specialness and enrichment capabilities. By highlighting the advantages of vocational education and building on the suggested theme: <u>comprehensive career preparation through technical/professional education</u>, vocational education will sell itself as a legitimate and valid educational option and elective -- while at the same time promote its own brand of excellence. Vocational education programs must go on the offensive.

The image statement made about Vocational Education should project the following:

1. It is education.
2. It is professional.
3. It opens options for young people
   a. In careers.
   b. In educational enrichment.
   c. In learning styles.
4. It is a good way to test an interest.
5. It is a good pre-college program.
6. It is a good way to finance college.
7. It is challenging.
8. Vocational skills provide entry into the job market and are transferable.
9. Vocational education teaches English, math and other academic skills through laboratory training.
10. It is exciting.
11. It is socially desirable.
12. It is vital to our economy.

The community seminar, thus, will provide an initial opportunity for the much-needed education or re-education of minority community members. The participants should be encouraged/invited to tour the educational facilities and meet the program's major representatives to gain firsthand knowledge of the organizational structure, and many opportunities they offer, and the advantages of the programs.

In addition to addressing the problems of image, the community forum/seminar will provide an exchange of ideas about new ways and means to make vocational programs more attractive to minorities. It will be the first step in formulating an on-going in-community network for support of vocational programs.

Additional Promotion

To solve the problems of both image and recruitment, vocational education programs in general must get more public exposure.

Some schools have been successful at developing television commercials, sometimes obtaining financial help in doing so from major employers. However, effective television commercials are expensive to develop and it is very expensive or difficult to obtain frequent airing.

Research suggests using radio as the primary medium, with direct mail and newspaper as supporting media.[2] Outdoor advertising can be added along with in-school posters, as budget allows. A good audiovisual presentation is very helpful. However, videotape presentations are effective only for small group showings and films are very expensive to produce. Slide/tape presentations are usually the best compromise, but the photography and narration must be first-rate. Slide/tape presentations developed should address the vocational image issues as well as provide detailed program information.

In radio advertising, it is recommended that time be bought rather than relying on the public service proclivities of the stations. To attract teenagers, the message needs to be repeated over and over again, particularly in the period when teens can act on the message - which is the three to ten weeks of signups in the high schools for the next year's courses. Paid ads can, of course, be combined with public service time on the radio.

Radio "segments" along fairly distinct demographic lines by virtue of the different formats each station uses. If there is a minority language station in the area, home language advertisements can be aired to build

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[2] Promoting Vocational Education, materials presented at an American Vocational Association Conference, 1985.

minority parent and community interest. Rock formats attract teenagers; however, it is important to know to which radio stations, if any, minority students listen; for example, Black teenagers do not usually listen to country music stations.

The most effective use of radio time is to feature current students in 60-second formats, with introductions and a conclusion by a top-grade commercial announcer. The commercials should focus on program benefits and not the program itself, and the students should sound believable. It is best to create the commercial from edited recorded interviews. Radio commercials can also feature parents and employers. An alternative with rock formats is to provide musical ads.

Direct mailings can be effective with minority parents if sponsored and sent through minority organizations. Again, the personalized approach is important. Some public relations consultants suggest that career information for teenagers be personally addressed to the student rather than the parent because teens are impressed with getting personal mail; parents will read it because of their curiosity about what their child is receiving; and students can follow up on information sent to them with the feeling they are acting on their own initiative.

If minority newspapers are in circulation locally, they should be encouraged to provide feature stories on vocational training and perhaps a regular question and answer column. Schools should consider purchasing paid advertising in these newspapers with bold and catchy themes.

The effect that general vocational education advertising has on recruitment of minority students is not known. While it may improve the image of vocational education with the general public and thus indirectly tap minorities, more personalized, connected, customized and individualized approaches

through minority social and community organization networks are essential for full impact on these groups. In general, it is advisable for vocational information efforts to piggy-back existing minority community events, such as pow-wows or 5th of May celebrations, rather than trying to produce or orchestrate separate meetings or programs.

The Working Committee's tasks are not complete with the minority issues community forum, nor with the filing of its report and recommendations for improving minority recruitment/retention, nor with the distribution of project brochures throughout the minority communities and target schools with minority populations.

If minority group persons are truly to impact on the direction of vocational education in their communities, they must be included at the top policy-making level and not consulted at a second or third level only after the momentum and the direction has been set in a majority culture framework. The on-going role and actions of an expanded minority-issues Working Committee are crucial to making vocational education responsive to minority needs. Fuller participation will require increased responsibilities, dedication, cooperation, and more sophisticated responses to minority underenrollment problems.

The Working Committee as an expanded school/community group should oversee implementation of in-school minority recruitment/retention activities and be the generator of in-community outreach efforts. The personalized approach is important; schools and colleges must get out into the community to sell the benefits of vocational/professional training. The sources of communication must be credible to the target group, the nature of the message must be credible, and the content of the message must be credible. The most direct way to attain credibility and the resulting immediate effectiveness,

is to utilize members of the group with whom one is trying to communicate. This will mean not only using dedicated volunteer minority community members of the Working Committee, but, by necessity in districts or service areas with significant minority populations, *hiring full-time minority community advocates*.

The Working Committee's and advocates' jobs are: 1. to continually monitor the minority recruitment efforts of their institution in terms of the ten criteria cited in Chapter III; 2. to review yearly assessments of minority teacher and staff hirings and student enrollments to ensure progress; 3. to review and evaluate their institution's minority retention efforts; 4. to devise and develop new means for ensuring full minority participation in vocational education programs and successful utilization of minority skills in the world of work.

CHAPTER VI
STATEWIDE POLICY RECOMMENDATIONS

This project's dedicated advisory committee spent many hours reviewing data, gathering interview-based input, and reviewing draft strategy alternatives in their work of preparing this manual on student recruitment and retention of minority students in vocational education programs. In concluding this project members had the following recommendations or comments to make to the Vocational Technical Education Service Division of the Michigan Department of Education and the State Board of Education:

1. There is a need for increasing the number of vocational education teacher training programs in Michigan with emphasis on minority enrollment. A shortage of qualified vocational education teachers is expected to appear in the near future, while the proportion of minority students attending college and majoring in education has fallen dramatically in the past few years. These trends will result in an accelerated shortage of certified minority vocational teachers.

2. The importance of providing relevant work exposure to all vocational students, and particularly minority students who are sometimes without cultural and personal experiences with the world of emerging occupations, cannot be overemphasized. This work experience can be short-term and paid or unpaid, but it should be introduced early in the student's vocational curriculum as a motivating influence, along with vocational club activities and mentoring systems.

3. The committee recognizes that the strategies and processes it has presented for improving recruitment and retention of minorities in vocational education programs are time-consuming and costly, particularly in terms of staff assignment to the Working Committee. However, the project advisory committee also believes that comprehensive implementation of the strategies will best produce success. Also, the committee's investigations have shown that there has been no research into and/or testing of marketing strategies aimed at promoting vocational education among minority groups; and little documented research into vocational education's image problem with these groups. Therefore, the project advisory committee recommends that demonstration funds be committed to fully implement these strategies, and the model program as designed, in a few appropriate pilot communities. This implementation demonstration project should have a detailed and formal evaluation component.

4. All promotional and retention strategy work undertaken on behalf of minority groups should be linked with and coordinated with similar efforts to promote sex equity and access for the handicapped in vocational programs. Efforts for minorities should be assessed in terms of their impact on sex and handicapped concerns, as well as vice versa.

5. All marketing and promotional materials developed for vocational education in general should contain mini-strategies for assuring their appropriateness and targeting to Michigan's minority community groups.

6. Efforts must be continued in Michigan to provide every high school student with a fully coordinated and linked Employability Development Plan which includes: 1) exploration of their own interests, aptitudes and abilities, 2) exposure to career opportunities, particularly information about the local labor market and emerging and high demand occupations, and 3) specific links to appropriate vocational programs or higher education opportunities.

APPENDIX A

Bibliography

STRATEGIES FOR RECRUITMENT AND RETENTION
OF MINORITIES IN VOCATIONAL EDUCATION PROGRAMS
IN MICHIGAN

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APPENDIX B

Forms for Independent School Assessment

MINORITY RECRUITMENT/RETENTION ASSESSMENT

Form 1

Name of Center or College: _____

STATISTICAL COMPARISON OF VOCATIONAL CENTER MINORITY DATA WITH OVERALL MINORITY DATA FOR THE SERVICE AREA

Vocational Education Agency	Number of Students	American Indian				Asian				Black				Hispanic				Arabic (if known)				Total Number Minority	Percent of Total
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%		
	VOCATIONAL CENTER DATA																						
A. Enrollments																							
B. Completions																							
C. Leavers																							
D. Job Placements																							
County:	CENSUS DATA FOR SERVICE AREA																						
#1 _____																							
#2 _____																							
#3 _____																							
#4 _____																							
#5 _____																							
Totals																							

NOTE: Minority Census data for the counties within a Career Education Planning District (CEPD) or a community college service area should be compiled for comparison with Vocational Education agency enrollment and other data. If available, the minority census data used for the geographic area should be based on that for high school or community college age youth as the case may be.

Form 2

Name of Center or College: _____

STATISTICAL COMPARISON OF VOCATIONAL CENTER MINORITY ENROLLMENTS FROM FEEDER SCHOOLS WITH THE MINORITY POPULATIONS OF THESE SCHOOLS

Vocational Education Agency Enrollments	Number of Students	American Indian				Asian				Black				Hispanic				Arabic (if known)				Total Number Minority	Percent of Total
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%		
From School or District:	VOCATIONAL CENTER DATA																						
#1 _____																							
#2 _____																							
#3 _____																							
#4 _____																							
#5 _____																							
School or District Enrollments:	FEEDER SCHOOL OR DISTRICT DATA																						
#1 _____																							
#2 _____																							
#3 _____																							
#4 _____																							
#5 _____																							

Form 3

Name of Center or College: _____

VOCATIONAL CENTER MINORITY ENROLLMENTS
BY PROGRAM AREA

Vocat. Program		Total Enroll.	Total Male	Total Fem.	American Indian				Asian				Black				Hispanic				Arabic (if known)				Total Minor.	Total %
No.	Name				Male	Fem.	Total	%	Male	Fem.	Total	%	Male	Fem.	Total	%	Male	Fem.	Total	%	Male	Fem.	Total	%		

Minority Recruitment/Retention Assessment

Form 4

Name of Center or College: _____

VOCATIONAL CENTER MINORITY STAFF

Category	Total	Total M	Total F	American Indian				Asian				Black				Hispanic				Arab				Total Minor.	Total %
				M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%	M	F	Tot.	%		
Administrators																									
Advocates																									
Counselors																									
Teachers																									
Support Staff																									
Total Staff																									

Vocational Education Program Areas Where Percent of Minority Staff is Below Average (List):

Program Area	Percent	Program Area	Percent	Program Area	Percent
1. _____	_____	3. _____	_____	5. _____	_____
2. _____	_____	4. _____	_____	6. _____	_____

Form 5

Name of Center or College:

_____

SUMMARY OF MINORITY STATUS

AT VOCATIONAL CENTER OR COLLEGE

1. A. Service District Total Minority Population:

Number _____ Percent _____

B. Vocational Center or College Total Minority Enrollment:

Number _____ Percent _____

2. Comparison of Percent of Population with Percent of Enrollment, by Minority Group:

Minority Group	Number in Service District	Percent in Service District	Number Enrolled	Percent Enrolled
American Indian				
Arabic				
Asian				
Black				
Hispanic				

3. Feeder High Scools From Which the Percent of Any Minority Group Enrolled in That High School is Greater Than the Percent Enrolled in the Vocational Center or College, From That School.

School	Minority Group	Enrolled in High School		Enrolled in Vocational Center	
		Number	Percent	Number	Percent

4. Vocational Program Areas Where the Percentage Enrollment of Any Minority Group is Less Than the Percentage of That Minority Group Within the Service Area or District.

Program Area	Minority Group	Number in Service District	Percent in Service District	Number Enrolled	Percent Enrolled

5. Comparison of Percent of Vocational Center or College Minority Student Enrollments with Percent of Minority Staff.

A. Vocational Center or College Total Minority Student Enrollment:

Percent _____

B. Vocational Center or College Total Minority Staff:

Percent _____.

C. By Personnel Category:

	Percent Minority
Administrators	_____
Advocates	_____
Counselors	_____
Teachers	_____
Support Staff	_____

Form 6

Name of Center or College:

_____

SURVEY OF VOCATIONAL EDUCATION CENTER STUDENTS
FROM IDENTIFIED MINORITY GROUPS

In order to help us recommend improvements in the vocational education programs at this center or school to better meet your needs, please fill out this questionnaire by checking the answers that apply to you or by writing your responses in the blank spaces.

1. What high school do you (or did you) attend?

_____

2. Please indicate the program or programs you have been enrolled in at this vocational center or school, and the number of semesters you have attended for each:

PROGRAM	NUMBER OF SEMESTERS
_____	_____
_____	_____
_____	_____
_____	_____

3. How did you find out about the programs at this vocational center, school or college?

1. ☐ High school counselor(s)
2. ☐ High school teacher(s)
3. ☐ From a presentation by the vocational center or college staff or students
4. ☐ From a visit to the vocational center, school or college building
5. ☐ From written or posted information at your high school or college
6. ☐ From newspaper, radio, or T.V. announcements
7. ☐ From other students attending the vocational center, school or college
8. ☐ From a friend
9. ☐ From a parent
10. ☐ Other (Please describe): _____

_____

4. Do you plan to return to this vocational center, school or college for more vocational courses within the next two semesters?

   1. ☐ No, I will be graduating
   2. ☐ No
   3. ☐ Undecided
   4. ☐ Yes

5. IF ANSWER IS NO, Please check your reason or reasons for leaving the vocational education programs at this center, school or college. (CHECK ALL THAT APPLY)

   1. ☐ I did not choose or really want to take this course; not interested in any vocational courses
   2. ☐ Grade problems/Class too difficult
   3. ☐ Dissatisfied with the center's or college's vocational courses
   4. ☐ Full program at home school or elsewhere in college prevents scheduling of vocational courses
   5. ☐ Transportation problems
   6. ☐ Conflicting job hours
   7. ☐ Conflicts with other school activities
   8. ☐ Vocational classes are too long
   9. ☐ Moving out of area
   10. ☐ Financial reasons
   11. ☐ Undecided about my career plans
   12. ☐ Personal reasons
   13. ☐ Vocational center or college is not helpful in meeting my special needs
   14. ☐ Language problems
   15. ☐ Other (Please describe) _____

   _____

6. How would you rate your educational experience at this vocational center, school or college? Was it excellent, good, fair or poor?

   1. ☐ Excellent 2. ☐ Good 3. ☐ Fair 4. ☐ Poor

7. How could this vocational center, school or college serve you better? (CHECK ALL THAT APPLY)

   1. ☐ Make courses more useful
   2. ☐ Make courses easier to understand
   3. ☐ Provide better counseling services for students
   4. ☐ Provide tutoring services
   5. ☐ Give more information on career opportunities
   6. ☐ Give more help to students in how to find jobs
   7. ☐ Other (Please describe) _____

      _____

8. Would you recommend your vocational courses to another student?

   1. ☐ Yes 2. ☐ No 3. ☐ Don't know

9. How informed do you think parents and leaders in your community are about the vocational programs offered at this vocational center, school, or college?

   1. ☐ Very informed
   2. ☐ Somewhat informed
   3. ☐ Somewhat uninformed
   4. ☐ Very uninformed

10. What is your sex?

    1. ☐ Male 2. ☐ Female

11. What is your race or national origin?

    1. ☐ Native American
    2. ☐ Asian
    3. ☐ Arabic
    4. ☐ Black
    5. ☐ Hispanic
    6. ☐ Other _____

12. What is your educational level?

    1. ☐ 11th grade, high school
    2. ☐ 12th grade, high school
    3. ☐ Post-high school

Form 7

Name of Center or College:

_____

SURVEY OF VOCATIONAL TEACHERS AND STAFF

1a. Do you consider recruitment and retention of minority students (American Indian, Arabic, Asian, Black, Hispanic) at this vocational center or college to be a major problem, minor problem or no problem at all?

1. ☐ Major problem
2. ☐ Minor problem
3. ☐ No problem at all
4. ☐ Don't know

1b. If a major problem, with what minority group(s)? _____

2. What is your program area or division of responsibility? _____

3a. Do you consider recruitment and retention of minority students within your program area to be a major problem, minor problem or no problem at all?

1. ☐ Major problem
2. ☐ Minor problem
3. ☐ No problem at all
4. ☐ Don't know

3b. If a major or minor problem, with what minority group(s)?

_____

4. If you see major or minor problems with recruitment/retention of minority students at either the center or within your program area, what actions or strategies do you think would be most effective in improving the situation?

_____

_____

_____

_____

5. To what degree are improved contacts with minority communities in the district or service area needed to assist with the recruitment and retention of minority students?

1. ☐ A lot
2. ☐ Somewhat
3. ☐ Could not be improved much more
4. ☐ Don't know

6. IF A LOT OR SOMEWHAT, what type of actions could be taken to improve contacts with, and information to, minority groups and minority leaders regarding vocational programs?

_____

_____

_____

_____

7a. Are any changes needed in vocational education curriculum designs and delivery to better attract and retain minority students?

1. ☐ Yes 2. ☐ No

7b. IF YES, what are these?

_____

_____

_____

_____

8. Are any changes needed in counseling and support services offered by the center or college to assist minority students?

1. ☐ Yes 2. ☐ No

8b. IF YES, what are these?

_____

_____

_____

_____

Form 8

Name of Center or College:

_____

SURVEY OF VOCATIONAL AND SCHOOL COUNSELORS

1. School location _____

2. Describe the students you counsel _____

_____

3a. Do you consider recruitment and retention of minority students (American Indian, Arabic, Asian, Black, Hispanic) into vocational programs to be a major problem, minor problem, or no problem at all at your school?

1. ☐ Major problem
2. ☐ Minor problem
3. ☐ No problem at all
4. ☐ Don't know

3b. IF A MAJOR OR MINOR PROBLEM, with what minority group(s)

_____

3c. IF A MAJOR OR MINOR PROBLEM, what <u>actions or strategies</u> do you think would be most effective in improving the situation?

_____

_____

_____

_____

4. (FOR HIGH SCHOOL COUNSELORS) In general, to what extent are tenth-grade students knowledgeable about the various vocational programs available to them?

1. ☐ Very knowledgeable
2. ☐ Somewhat knowledgeable
3. ☐ Hardly or not at all knowledgeable

5. To what degree are <u>improved contacts</u> with minority communities in the district or service area needed to assist with the recruitment and retention of minority students in vocational programs?

1. ☐ A lot
2. ☐ Somewhat
3. ☐ Could not be improved much more
4. ☐ Don't know

6. IF A LOT OR SOMEWHAT, what type of actions could be taken to <u>improve</u> contacts with, and information to, minority groups and minority leaders regarding vocational programs?

_____

_____

_____

_____

7. What, if any, changes are needed in vocational education <u>curriculum designs and delivery</u> to better attract and retain minority students?

_____

_____

_____

_____

8. What, if any, changes are needed in <u>counseling and support services</u> to attract and retain minority students in vocational education programs?

_____

_____

_____

_____

Form 9

Name of Center or College: _____

Minority Group _____

SURVEY OF MINORITY PARENTS AND COMMUNITY LEADERS

1. Do you have children who attend or have attended the high school vocational center or community college vocational programs in your area?

   1. ☐ Yes 2. ☐ No

2. Do you know other children who have attended the high school vocational center or community college vocational programs in your area?

   1. ☐ Yes 2. ☐ No

3. IF YES to either of these questions, how would you rate these vocational education programs? Would you rate them as excellent, good, fair, or poor?

   1. ☐ Excellent 2. ☐ Good 3. ☐ Fair
   4. ☐ Poor 5. ☐ Don't know

4. How much do you know about the vocational education programs offered at the area high school vocational center?

   1. ☐ A lot
   2. ☐ Some
   3. ☐ Not very much

5. How much do you know about the vocational education programs offered at the area community college?

   1. ☐ A lot
   2. ☐ Some
   3. ☐ Not very much

Note: This should be an in-person interview using an interviewer not directly connected with the vocational center or college, such as a staff member of a community-based organization who serves the minority community. The questions and responses will have to be translated for parents who do not speak English.

6. Give me your guess as to the percent of high school vocational center students in your area who go on to college:

1. ☐ 0-20%
2. ☐ 20-30%
3. ☐ 30-40%
4. ☐ 40-50%
5. ☐ 50-60%
6. ☐ 60-75%
7. ☐ Over 75%

7. As compared with jobs requiring a four-year college or university degree, would you say jobs requiring a two year Vocational community college degree beyond high school generally pay:

1. ☐ Considerably less
2. ☐ Somewhat less
3. ☐ About the same
4. ☐ Somewhat more
5. ☐ Considerably more

8. Would you say people in your neighborhood or community need a lot more information or somewhat more information about the vocational education opportunities available through their high schools--or do they presently get enough information about these programs to assist their children in making decisions?

1. ☐ Need a lot more information
2. ☐ Need somewhat more information
3. ☐ Presently get enough information

9. Would you say people in your neighborhood or community need a lot more information or somewhat more information about vocational education opportunities available at area community colleges--or do they presently get enough information about these programs to assist themselves or their children in making educational decisions?

1. ☐ Need a lot more information
2. ☐ Need somewhat more information
3. ☐ Presently get enough information

10. IF A LOT OR SOMEWHAT MORE INFORMATION IS NEEDED ABOUT HIGH SCHOOL OR COMMUNITY COLLEGE VOCATIONAL PROGRAMS, how should this information be given? (CHECK ALL THAT APPLY)

    1. ☐ Written brochures mailed to homes or distributed through community groups
    2. ☐ Public service information announcements on radio and/or T.V.
    3. ☐ School programs to better inform high school students
    4. ☐ Presentations to parents and community groups
    5. ☐ Other (Please describe) _____

       _____

11. Do you think that getting minority students interested in vocational education programs is a major problem, minor problem, or no problem at all in your area?

    1. ☐ Major problem
    2. ☐ Minor problem
    3. ☐ No problem at all
    4. ☐ Don't know

12. What suggestions, if any, do you have for changes in vocational programs, or student services, to better help minority students complete vocational education programs?

    _____

    _____

    _____

    _____

APPENDIX C

Minority Profiles on Educational Attitudes

PROFILES OF MINORITY CULTURAL ATTITUDES
TOWARDS EDUCATION AND VOCATIONAL TRAINING

ARABIC SPEAKERS

The Arabic language is spoken in more than 22 countries in the Middle East and North Africa, including Lebanon, Syria, Jordan, Iraq, Egypt and Yemen.

Historically, most countries in the Middle East have not had large industries and much of their modern technology has been imported. Therefore, the job market has been largely polarized between non-skilled or semi-skilled jobs (agricultural laborers, sales clerks, street vendors, janitors, and occupations that are family-transmitted such as rug makers, butchers and leather tanners), and skilled professions such as teachers, engineers, mechanics, and architects. Vocational/technical careers have not been a widely-available option.

In school, grades are important to both parents and students. Students compete for the best grades and top rank in class and for slots in upper schools and colleges. If the student is promoted to the next grade, parents will interpret this as the child doing well in school. Teachers are generally held in very high esteem and can count on the backing of parents in any discipline problem or academic issue.

Middle East parents may have one of two focuses regarding their children's education and training. They want a good education that will lead their children into a professional career, and they demonstrate high aspirations for their children by telling them that if they succeed in school, they will have a good job. The second focus some parents have is to train the children to run a business. At an early age, children are encouraged to participate in the family-owned business in order to learn the value of work and receive the necessary training to carry on with the family business.

Although the roles of women are changing to an emphasis on careers, traditionally women have been trained to take care of the home and to prepare for the role of wife and mother.

BLACKS

The attitudes of black Americans towards education and vocational training cannot be assessed without considering the destructive effects of slavery, past and present discrimination, and political history.

Also significant to black attitudes towards vocational education is the related theoretical battle between black civil rights leaders W.E.B. DuBois and Booker T. Washington, which erupted early in this century. DuBois held the view that blacks needed to train a leadership cadre in the liberal arts who could guide the destiny of the race in all matters. He expressed this in terms of a "talented tenth" who could be found and sponsored and given the opportunity for exceptional training. Washington, on the other hand, felt that blacks had no choice other than to come to terms with their poverty and deprivation. One of his frequent expressions was "We must begin at the bottom." He had contempt for those who wanted to educate blacks in the arts and humanities at the expense of training them first to make a living.

DuBois and others vehemently objected to Washington's emphasis on training in the trades. They felt this would permanently consign blacks to an inferior stratum in society. Washington's rejoinder was that blacks needed money and property first — and this debate has continued until today.

Since Washington was willing to accommodate himself to the largely segregated social stratification of society, his viewpoint became synonymous with acceptance of the slow pace of black political advancement. DuBois' position thus prevailed and training in industrial arts and agriculture has

been considered to be a second-class career choice by large numbers of blacks.

This trend also continued because real and de facto segregated schools for blacks in the South emphasized vocational training, and for decades black students everywhere were systematically tracked into vocational courses. As a result, many black parents view vocational training as an institutional dumping ground for minorities, and fear their children are being denied equal access to college preparation programs. In a small survey conducted in Detroit in 1980, prior to the opening of new vocational centers, these negative attitudes and apprehensions about vocational training were found to be prevalent among black parents.

Current black attitudes toward vocational training sometimes do vary according to occupatonal socialization, geographic location (inner-city neighborhoods vs. rural), and particular opportunity set. However, because of the effects of racism and discrimination, blacks often see the job marketplace as a capricious system. They are aware that the rewards supposedly offered by institutions for successful behavior (i.e., completion of a degree or training component) may not be available fully to them. Often there is alienation from the educational system.

The underenrollment of blacks in Michigan's secondary vocational programs is a significant issue. Black unemployment rates in this decade are pervasively high, especially among youth and within inner-city neighborhoods.

MEXICAN- AMERICANS

The Mexican-American population is a sub-group of the Hispanic Populations. The Hispanic population consists of Cubans, Central Americans, Mexicans, Puerto Ricans, Spaniards, and South Americans.

The Mexican-American people represent a wide range of acculturation and interaction in American society. The degree of acculturation is related to: 1) their length of time in this country, 2) their social, educational, occupational, and economic situations, 3) individual preferences for retaining or acquiring cultural values, and 4) individual preferences for retaining and/or developing one or both languages.

The Mexican-American student whose family is already acculturated into the mainstream of America will most likely have the same type of male and female behavior as other Americans. Those whose families are in the process of becoming acculturated will reflect sex role behaviors from the home culture. Traditional Mexican-American females display subdued qualities, while males are the authority figure in the family.

Most Mexican-Americans appreciate and value the American educational system. Some students have difficulties due to cultural differences and/or lack of English proficiency skills. Some Mexican-Americans place great value on a college education and as a result their children are not encouraged to seek other opportunities such as vocational education. Other Mexican-Americans are not familiar with vocational education, since technically-oriented career opportunities have been more limited in Mexico and in the agricultural migrant lifestyle found in the U.S. population.

Mexican-American parents sometimes encourage their teenage children to find employment because of the family's economic condition or because they view it as an opportunity to understand the value of earning money. This sometimes makes it difficult for students to fully benefit from the educational system.

NATIVE AMERICANS

The Native American population is made up of affiliations consisting of over 400 distinct tribes. In addition to attitudinal distinctions among tribes, there are many differences between On-Reservation and Off-Reservation Native Americans. In general, however, Native Americans have had to adapt to the prevailing majority culture while attempting to hold on vigorously to their own traditions and core beliefs.

This cultural protectionism stance has led to strong extended family and tribal relationships as well as some alientation from mainstream American culture and institutions. While the role of male and female differs according to tribe, overall increasing numbers of Native American women are represented in educational programs and employment.

Economic disadvantages often force both male and female Native Americans to find employment at an early age. They sometimes do not realize the necessity of an education until they have started a family and are on their own, when they return to complete their education and begin career exploration in earnest. Professional and vocational education often are not encouraged by parents due to economic difficulties, cultural isolation and/or the traditional Native American shunning of competitiveness at all levels. Most often, young Native American males are encouraged to get into a skilled trade. Increasingly, young Native American women are obtaining college degrees.

Native Americans residing in the Upper Peninsula of Michigan and on reservations are often subject to local economies with limited industries and exorbitantly high unemployment rates.

VIETNAMESE

Children are highly valued in Vietnamese society, not only because they carry on family names, but also because they care for their parents in old age and maintain the ancestral shrine. Children are strictly disciplined and obedience is expected. Due to their concepts of modesty, when a Vietnamese is praised for doing something very well, a denial is commonly heard.

People with mental and emotional problems are considered a disgrace to the family. Psychiatric treatment is a foreign concept to the majority of the Vietnamese and few of them seek help from a professional.

The Vietnamese society has always placed great importance on education and advancement in the educational system is based on competitive entrance exams.

In the classroom, Vietnamese students generally try to be quiet and avoid asking for clarification. They seldom admit to their teacher that they do not understand what is being taught. A negative response from a teacher is always embarrassing for a Vietnamese. Most Vietnamese students are very polite and sometimes shy.

Vietnam, like other developing countries, does not have many industries. The majority of employment is found in the service areas (peddlers, housemaids, taxi drivers, fishermen, dressmakers and tailors, auto mechanics). Professionals are teachers and nurses, and less commonly, doctors, dentists, lawyers and engineers. Technology does not have any significant role in the Vietnamese economy; thus Vietnamese parents have little familiarity with concepts of vocational education.

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